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ABSTRACT

Designed to engage the learner in active learning while allowing for different degrees of guidance, this workbook represents an innovative approach to the instruction of Early American literature. The Personal Literacy Jackdaw workbook provides reading, writing, and speaking activities to help the tenth/eleventh grade language arts student develop an appreciation of Early American literature as a personal literature by involving the student in studying the personal writings of a family member or close friend, thus developing in the student a sense of the bridge of common emotions and experiences which tie the lives of the seventeenth century to those of the twentieth century. The workbook contains a framework and description of the project, a lesson plan, and a sample of a personal literary jackdaw. (NKA)

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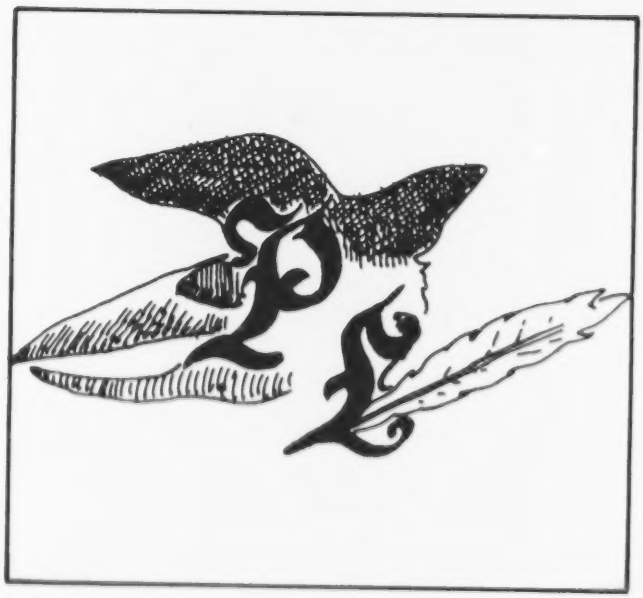
The Personal Literary Jackdaw

"Something To Crow About"



New Jersey Governor's Teacher Grant Program - 1986
New Jersey State Department of Education

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

OFFICE OF THE COMMISSIONER

Commissioner's Statement

Colleagues are frequently cited by teachers as a rich source of new ideas and effective methods that become incorporated into their own instructional practices. Recognizing the potential benefits of such sharing, Governor Thomas H. Kean established the Governor's Teacher Grant Program in 1985. Governor's Teacher Grants provide selected teachers with funds to prepare materials that will enable their instructional practices to be shared with others.

Now, with the conclusion of the first group of grants which were awarded in 1986, these teacher developed materials have been completed. In making these programs available to educators throughout the state, we give recognition to the important contribution that teachers make to school improvement. We are indeed grateful to those dedicated teachers selected as 1986 Governor's Teacher Grant recipients.

Saul Cooperman
Commissioner

SC/JB/RS/dm:2/3211G

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Written by Christine Johnston, Ed.D.
Illustrated by John Howard
Edited and Produced by Christine Stanley

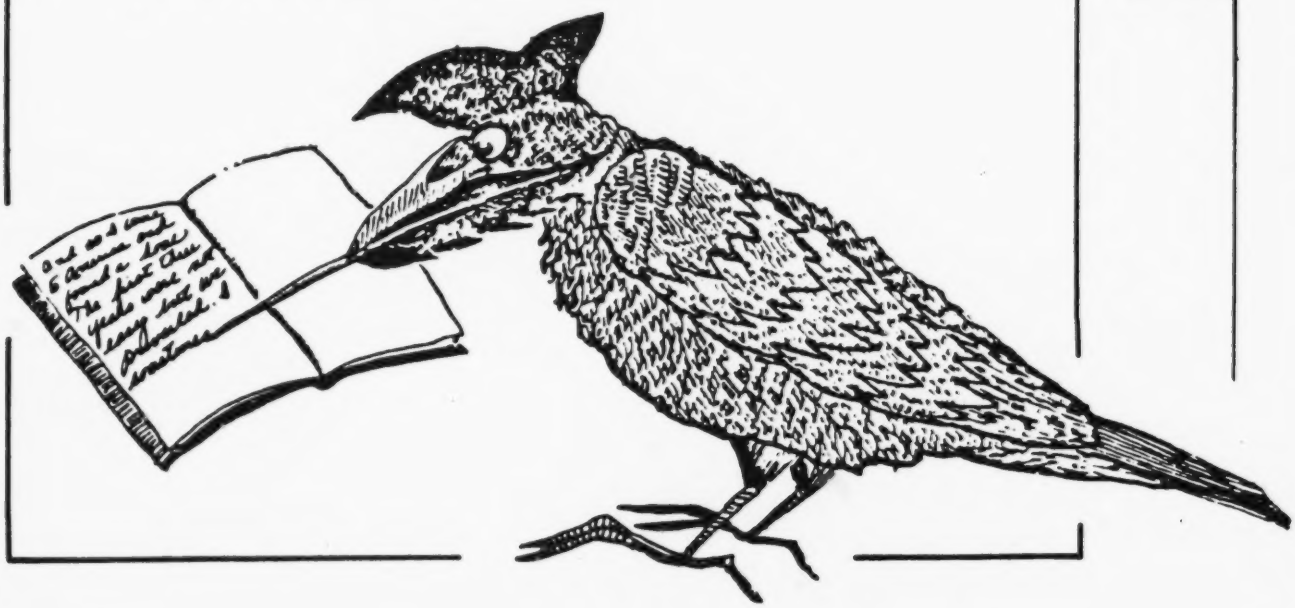
TABLE OF CONTENTS

The Personal Literary Jackdaw:
A Unique Approach To The Instruction Of Early American Literature

Program Overview — How It All Came About 4
Conceptual Framework 5
Description Of The Program 5
What You Can Expect As A Result 6
What It Means In Terms Of Class Time And Preparation 6
So You Want To See A Sample Of The Goods . . .?
Early American Literature/Personal Literary Jackdaw 7
Lesson Plan 1 8
How Do You Know That The Project Enhanced Student Appreciation
of Early American Literature? 11
What Materials Are Available To Supplement The Student/Teacher Materials? 12

An Example Of A Personal Literary Jackdaw 13
Life Theme 15
Historic Insight 24

jack/daw (jăk′ dô), *n.* **1.** a small crow of Europe and North Africa, living in flocks, especially around old buildings and towers or in holes in trees; daw **2.** any one of several North American grackles, such as the boat-tailed grackle. **3.** figurative, a talkative person. **4.** a set of original documents or a set of facsimiles which "talk" to the reader about a specific period of history.



The Personal Literary Jackdaw: A Unique Approach To The Instruction Of Early American Literature*

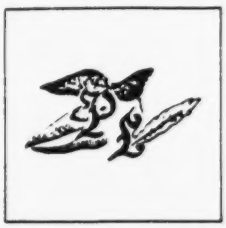
Program Overview
How It All Came About . . .

It's Fall. For most teachers it means lesson plans, chalky erasers, and new faces piling into the classroom. But for the teacher of American literature, it means much more than that. It means facing at least two months of those impossible Puritans. You remember: the fellows who never smile and only talk in dark images of sin, guilt, and hell. Just the type of person to whom few students of the contemporary age can relate.

The writers of American literature certainly were not thinking about the students who would have to read their work when they wrote because if they had they would have done it much differently. Why they could have beefed up the plot; added some violence; a few illicit relationships; and then an ending where the hero wins all: fame, fortune and . . . well. But the early writers didn't accommodate such tastes, and so the teacher of American literature is left with two choices: do the unthinkable and skip the first 100 years, telling students the text was improperly compiled; or face the facts and get on with the literature of Early America. Having struggled with this issue one Fall too many, this teacher decided to be proactive and attack the issue, i.e., the relating of diaries, journals, sermons, and letters to students who live in an era when personal literature is rare and computer diskettes are the most common.

The Personal Literary Jackdaw is the result of one teacher's struggle with this dilemma.

**The term, jackdaw, has an interesting etymology. In Europe it is the name of a bird, while in the United States it suggests a very talkative person; however, for the purpose of this instructional project, the British meaning has been adopted: a folder of primary documents collected for the purpose of historical analysis. The crow logo, Mr. Jack Daw, is the logical choice of character to lead the learner through the various stages of the personal literary jackdaw project.*



Conceptual Framework

The Personal Literary Jackdaw: Something to Crow About! is an instructional approach which enables the 10th/11th grade language arts student to develop an appreciation of Early American Literature as a personal literature by involving the student in studying the personal literature of a family member and in doing so develop a sense of the bridge of common emotions and experiences which tie the lives of the 17th C. to those of the 20th C.

The work of the following researchers form the rationale for developing this teaching approach: Norman Sprinthall, Mildred McCloskey, and Madeline Hunter. McCloskey and Sprinthall (1979) both identify that "Programs which fill genuine needs, offer active learning, offer challenge, promote maturity and responsibility, relate to theory and practice, give students a glimpse of the reality of the adult world, represent delicate working partnerships between youth and adults, and offer a community experience are healthy for student cognitive and psychological growth."

Recently a study of gifted adolescents (Bescher and Higham, 1985) concluded that such students need an opportunity to know more about themselves, their heritage, and "others like themselves." Self-growth activities, the authors conclude, provide this. The personal literary jackdaw addresses these issues by providing the student the opportunity and latitude to identify with individuals from the past in a meaningful way.

Therefore, using the Hunter model (1969), this writer sought to develop a learning task which has meaning for the individual student. Further, the instructor planned a learning task which would remain a vivid experience for each student. The task is designed to engage the learner in active learning while clearly allowing for different degrees of guidance. The personal literary jackdaw provides significant learning opportunities on an individualized and group basis.

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University of Minnesota

Description Of The Program

The materials developed for this instructional program include:

The Personal Literary Jackdaw: Something to Crow About!
- a student workbook which includes a model jackdaw folder

Teaching the Personal Literary Jackdaw
- a set of daily lesson plans and a curriculum course of study including instructional objectives, activities, and appropriate supplemental resources

A 20-minute video on How to Teach the Personal Literary Jackdaw
- showing excerpts from actual student jackdaws

Although clearly written materials are available, the outcome of the program relies heavily on the teacher becoming involved in developing a model jackdaw for the students. It is this personal level of teacher involvement which brings authenticity and uniqueness to the program.

What You Can Expect As A Result . . .

When the students have completed the PERSONAL LITERARY JACKDAW, they will demonstrate their knowledge of Early American literature by being able to do the following:

- Recognize that individuals of Early America and the 20th C. share common traits, needs, and problems regardless of time and location.
- Report that a younger generation's research of an older generation's personal literature results in respect and understanding.
- Illustrate that every individual is unique and capable of writing personal literature by creating an autobiographical project called a personal literary jackdaw
- Demonstrate that the study of historical context helps one understand the conditions and events revealed in personal literature by capsule letter in a small group presentation
- Identify that the study of historic and social context helps one understand personal literature by composing an historic insight paper as a part of the final jackdaw project

What It Means In Terms Of Class Time and Preparation . . .

The personal literary jackdaw instructional program begins with a look at what is personal literature, who writes it, and what it says about the writer. Students read about Christa McAuliffe, the first teacher in space, Mike Pride, a newspaper editor, and others who have kept personal literature. Students also try their hand at writing personal literature. Having established the nature and content of personal literature, the students next begin to wrestle with Early American Literature by reading it and putting it into the historic and social context of its time.

Once a foundation in personal literature is laid and once the parallels between the centuries have been established, students are ready to begin developing their own file of personal literature. This requires identifying a member of the family or a close friend or relative who has lived sufficient years to have accumulated a significant amount of personal literature. Over a period of nine weeks, students are trained in conducting interviews, reading, labeling and translating primary documents, and in researching the history of the period during which this individual wrote or by which this individual was most influenced. By the conclusion of the first semester, students are ready to present their jackdaw materials to the class.

So You Want To See A Sample Of The Goods . . . ?

Early American Literature/ Personal Literary Jackdaw

What is Personal Literature?

How many of you keep a diary? Would you be willing to read it to the class? Why or why not? What is there about a diary that makes it so personal?

The purpose of the lesson is to have you understand what personal literature is and why it is important to our lives.

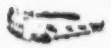
Personal literature is the recording of thoughts, feelings, ideas, or communications which were never intended to be made public in the form in which they were written. While the content may be made public at a later time, the form in which the literature is written was not intended for publication. **Can you think of an example of personal literature?**

Other types of personal literature include the following: journals, letters, and personal papers consisting of thoughts, ideas, or reflections written but not intended to be seen or read by others.

Personal literature is written by both the famous and the most common of people. On the next several pages you will find excerpts from people's journals and letters. Some are famous. Some are not. As you read the following excerpts, ask yourself these questions:

What can be gained from keeping personal literature if it is not intended for public reading? What does it reveal about people specifically? Humanity in general?

Read Mr. Pride's explanation of why he keeps a personal journal.



CONCORD MONITOR

Here is a paragraph or three about why I keep a journal:

Keeping a journal archives my experiences of life. Whatever is happening in my life, I sense it more, think about it more, respond to it more, because I know that at the end of the day I will be writing about it. Since I began keeping a journal fairly late in life (when I was 30), I sense it has made me more aware of the world around me. I seek the names of things. I don't want to write merely that a flock of birds flew over; I want to write what kind of birds they were. I also remember events in more detail for having written about them.

My journal also gives me a sense of the rich variety of life. Usually I write about personal experiences -- everything from what happened at work today to some funny anecdote about my children. But I also write about world and national affairs, books I'm reading, people I meet, things I remember from my childhood, what a particular day looked and felt like. Sometimes I enter quotations that strike me as meaningful or recollections of family stories.

I am conscious of writing a personal history, and sometimes I speculate in my journal about who will be reading it long after I am dead. I tantalize that imaginary reader by only hinting at the things about myself that I will not commit to writing. Because I am a journalist by profession, I also use my personal journal as a way of telling the story behind the story, the story that doesn't get into print. Mostly, though, I have learned from my profession that everyone has a story to tell, and a journal is a good way of telling it, even if no one is listening.

Lesson Plan 1

Instructional Objective:

At the conclusion of today's lessons, students will be able to cite at least three types of personal literature and name an event or person in the 1980s who has been greatly affected by the content or process of developing personal literature.

Purpose:

The purpose of today's lesson is to have the student understand what is personal literature and why it is important to our lives.

Set:

Pretend to have found a note a student has written in the previous class and has dropped accidentally. Ask whether the students think you should read it. Ask why or why not? (Most likely students' answers will revolve around the fact that the note is personal and shouldn't be read aloud.) Point out that this is the very issue of the day's lesson: personal literature — its content and role in our daily lives.

Input:

(Page 1 of student materials; you may wish to pass out these materials at this time.)

Personal literature is the recording of thoughts, feelings, ideas, or communications which were never intended to be made public in the form in which they are written. Although the content may be made public at a later time, the form in which the literature is written is not intended for publication. Can you think of an example of personal literature which you might keep?

Cover these types of personal literature: diary, journal, letter, and personal papers consisting of thoughts, ideas, or reflections written but not intended to be seen or read by others (not intended to be shared in a public manner).

Samples of famous individuals who use personal literature:

presidential diaries, journals, recordings
businessmen and women
hostages and political prisoners
newsmen (see Mike Pride's letter)
first teacher in space

The Commonwealth of Massachusetts
Framingham State College
Framingham 01701

August 20, 1986

Dear Students,

I am deeply honored to participate in your exciting project on the personal literary packdaw. Their literary form held great significance for your mentor, Christa McAuliffe. Perhaps you know it was Christa's proposal to keep a personal journal that helped win her the title of America's first Teacher in Space.

Christa was chosen from nearly eleven thousand applicants. Her ability to communicate with ease both orally and in writing greatly impressed the NASA committee. But it was the idea to keep a personal journal during the Challenger flight that made her selection final. Although the idea was modest, it met with NASA's approval because a journal could be read by a great many people.

This notion had its beginning in a course Christa took during her senior year at college, "The Western Frontier". This class focused upon the personal literature of pioneer women. We can only guess that these readings which revealed the human side of American history inspired young Christa Corrigan to chart her own journey to the beckoning frontier of twentieth century space travel.

Later in her career Christa wrote, "There is a big part of history we wouldn't know about if we didn't have diaries and letters. Over the past twenty years people have begun to piece together little things found in attics, journals or diaries to learn about everyday things ... the ordinary person."

Through this project your efforts to highlight the commonplace events of daily living give added meaning and dignity to the life experience of each of us. Christa McAuliffe would have applauded your work.

My very best wishes for success with your publication.

Sincerely,
Elizabeth A. Mahan, Ed.D.
Chair, Education Department

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Practice:

Divide into groups of five and discuss the following questions:

How personal is Dr. Mahan's letter? To what personal literature does she refer? What does she suggest is the importance of personal literature?

Be prepared to report your answers to the larger group. (Allow 5-7 mins.)

Independent Practice:

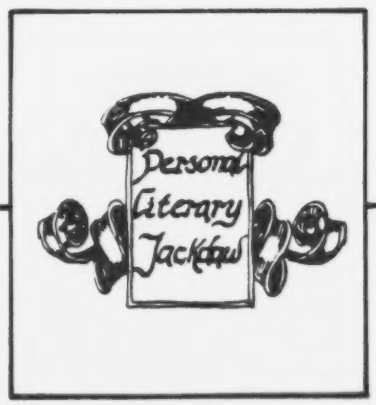
Ask family members if any of them keep a diary or journal in a business context or as a personal record. Ask about this practice such as length of entry, frequency of writing, number of years they have been involved in keeping this personal record.

Checking for Understanding:

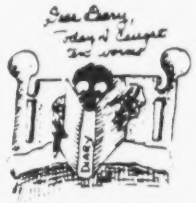
Define personal literature by listing at least three types of personal literature. Next, write the name of at least one famous individual or public figure who writes personal literature.

Closure:

With what type of personal literature are you most familiar? What type have you never used?



How Do You Know That The Project Enhanced Student Appreciation Of Early American Literature . . .?

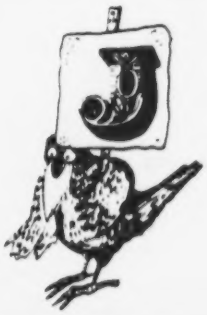


The "Double Dutch" Effect is a serendipitous discovery which surfaced after a six month evaluation of an instructional program created for use in 10th grade American literature classes. While the program of instruction was originally designed to work with academically achieving students, the program was actually tested in a classroom in which one-third of the students were concurrently enrolled in a basic skills reading and writing class. (Placement based on scores achieved on the State of New Jersey's High School Proficiency Test.) The unexpectedly high performance of the basic skills students as well as the increased performance of the academic students led to a further examination of what contributed to their rapidly improved reading, writing, and speaking skills.

Several explanations were explored including the John Henry Effect, the priming power of heterogeneous grouping, and the dual enrollment in two classes. However, having explored each of these avenues and finding no clear basis for accepting any one of these explanations, the evaluators examined a fourth possibility based upon information gleaned from interviews with these students as well as an examination of their writing and speaking samples over a five month period of time. The explanation which emerged and which is currently being explored is a learning phenomenom labeled "The Double Dutch Effect."

The Double Dutch Effect draws its name from the children's game of jump rope in which two ropes are twirled simultaneously thereby requiring the jumper to attend to more than one rope at a time. In addition the jumper must establish a rhythm of performance in order to avoid missing a beat and losing a turn. In this study, students' explanations of why their achievement was significantly improved over previous years suggest the skill and process of the double dutch metaphor. Students suggested that they increased their reading, writing, and speaking performance because they 1) were interested in and challenged by the materials used; 2) were required to be systematic and organized in the completion of their work; and 3) were clear as to what writing and speaking levels of performance were expected of them.

A plausible explanation of why these students developed their skills so rapidly is because the materials used were written to stimulate interest in Early American literature by having the students engage in the "doing" of Early American literature. Each learning goal anchored the student in reading, writing, and speaking skills. With each lesson, the student came head-to-head with authentic materials which were stilted in language and required translation into understandable terms. In doing this work, the student became responsible for making the learning relevant to his/her life. When the student's level of abstraction faltered, the modeling of concrete examples took over, thereby bridging the difficulty caused by underdeveloped cognitive or conceptual skills. At the conclusion of five months, each student presented a personal literary folder focusing on the personal literature of one member of his/her family. This again was modeled after the personal literature which the students had read, written and spoken. Thus, from their skill development emerged the personal literary folder and formal presentation. What is being suggested in this study is that the Double Dutch Effect (of simultaneously requiring reading, writing, and speaking performance using on-grade level literature) yielded the significant improvement in student skills and a heightened appreciation of Early American literature.



What Materials Are Available To Supplement The Student/Teacher Materials . . . ?

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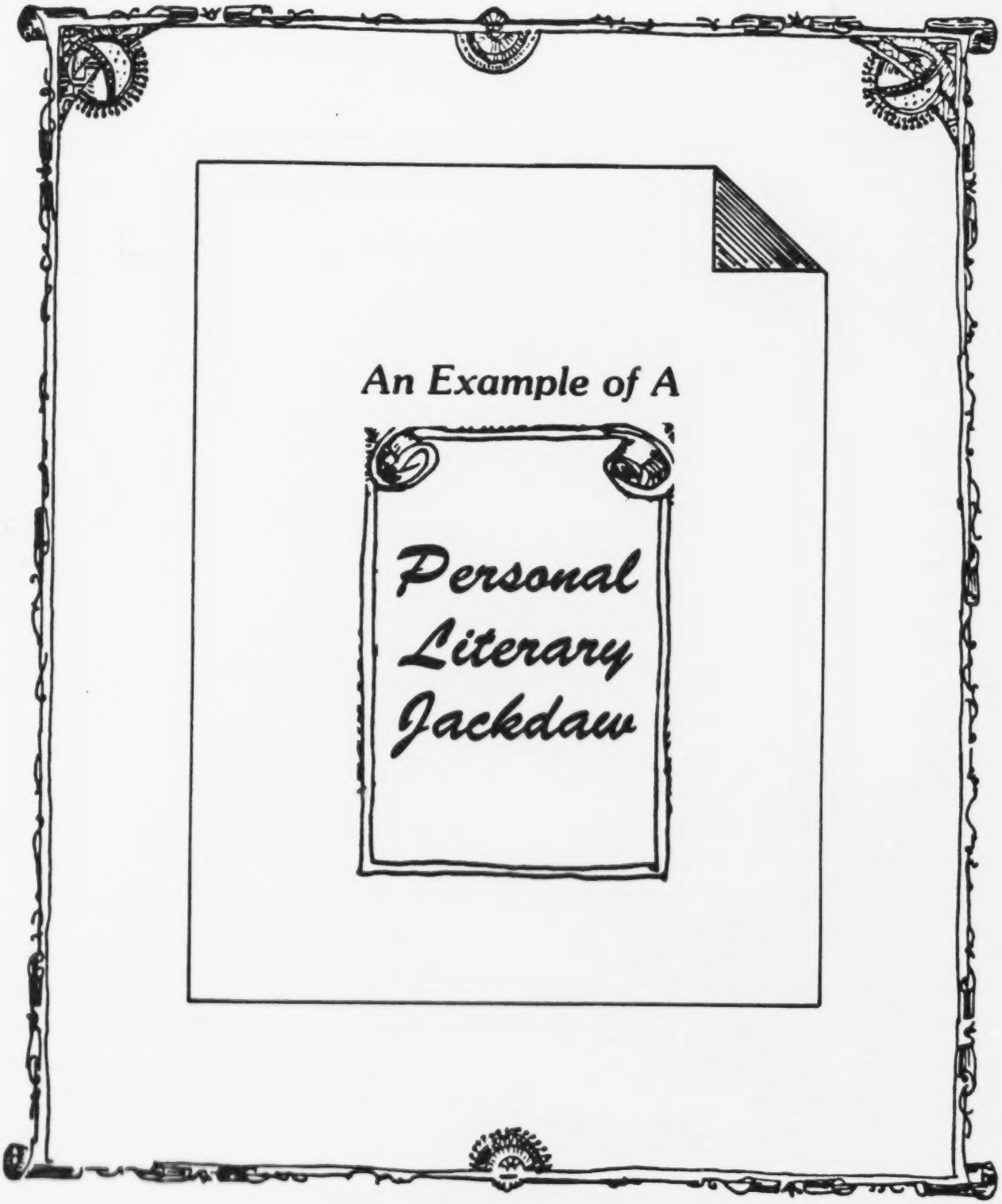

An Example of A
Personal
Literary
Jackdaw

EMANUEL'S CAFE

MRS. H.M. EMANUEL, Prop. FAIRCHILD, WIS.

Menu

Soups 10¢ Cream of tomato 20¢ Pies 10¢

EGGS

Two Fried ..... 15¢ Two boiled ..... 15¢
Two Scrambled ... 15¢ Two poached ..... 15¢
with potatoes, bread, butter, Coffee .... 35¢
poached on toast .... 25¢

SANDWICHES

Cold Roast Pork .... 15¢ Cold Roast Beef .... 15¢
Ham ..... 10¢ Hamburger ..... 15¢
Cheese ..... 10¢ Egg ..... 10¢
Fried Ham ..... 15¢ Denver ..... 15¢
Gravy and Meat .. 20¢ Ham and Egg ..... 15¢
Sardines ..... 15¢ Salmon ..... 15¢

MEATS

With potatoes, Bread, Butter and Coffee
Dinner 50¢

T-Bone Steak .. 50-65¢ Hamburger Steak .. 50¢
Ham and Eggs ... 50¢ Bacon and Eggs ... 50¢
Fried Ham ..... 50¢ Pork Chops ..... 50¢
Fried Bacon .... 50¢

Menu

BREAD AND ROLLS

Dry toast ..... 10¢ Crackers and milk .... 15¢
Dipped toast .... 10¢ Butter toast ..... 15¢
milk and toast .... 15¢ French toast ..... 20¢
bread and milk .. 15¢ Wheat Cakes, syrup ... 15¢
Doughnuts, 2 for ..... 5¢

SALADS

Salmon ..... 25¢ Lettuce ..... 20¢
Shrimp ..... 30¢ Fruit ..... 30¢
Potato ..... 15¢ Tomatoes, in Season .. 15¢

SUNDAES

Plain Ice Cream ... 10¢ Butter Scotch .... 15¢
Marshmellow .... 15¢ Cherry ..... 15¢
Strawberry ... 15¢ Pineapple ..... 15¢
Chocolate .... 15¢ Rasberry ..... 15¢
Maple ..... 15¢ Banana Split ... 25¢
All Sodas ..... 15¢

Life Theme

She Worked Awfully Hard

Helen Marie Bramer Emanuel's life of hard work has bridged two centuries. Not many women living today can boast of such an achievement. Longevity is just one of Helen Emanuel's accomplishments. Her others include marriage, motherhood, restaurant owner, and doughnut maker par excellence.

Born in 1890 in Kirkum Valley, Wisconsin, to immigrant parents, Helen Bramer soon learned the meaning of hard work. As the second oldest child of eight and the oldest daughter, she began her "career" of cooking and baking at age seven. "I started to bake bread when I was seven years old. Sometimes I would go to the neighbors and make the bread. I always liked to cook. And so I always made doughnuts for the neighbor children," she recalls. When asked about her parents she responds, "Oh, they worked awfully hard, awfully hard. We were poor, and the girls each had one dress for school. Our mother would wash out our dresses each evening so they would be clean the next day." That pattern of hard work provided a lasting model for Helen Bramer.

After marrying Herman Emanuel on June 1, 1910, she moved to Fairchild, Wisconsin. There she bore two children, Charles and Harriet. In 1927 she opened a small restaurant known as Emanuel's Cafe. "I started with just sandwiches and soup and ice cream. Then we started to make meals. One time I had some men come in, but I had to ask them to come back because I had this group of teachers coming for lunch hour and there wouldn't be enough room." She then purchased a larger building, a former blacksmith's shop, and converted it into a larger restaurant. "We had doughnuts, too. Doughnuts and doughnuts and doughnuts. I would get up at 4:00 a.m. to make doughnuts so we would have them in the morning." Helen, who was widowed in 1933, continued in the restaurant business for twenty-five years. She then returned home to Augusta to care for her aging parents.

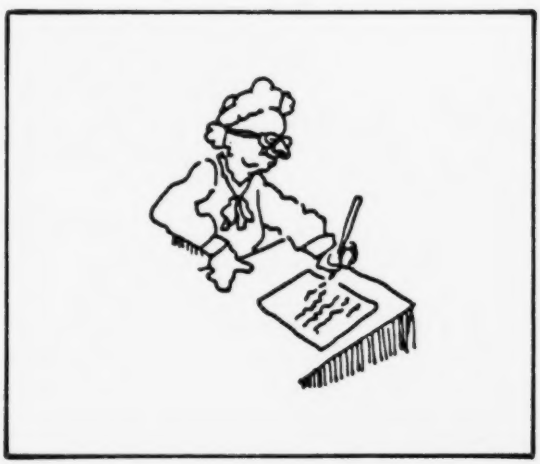
Throughout her life of hard work Helen Emanuel overcame numerous adversities: a childhood accident which left her without fingers on her right hand; a serious blood infection in her arm which almost cost her her arm and her life; and the serious illness of her son. Yet throughout her life she continued to strive and work hard.

The personal literature of a woman who has worked hard in these various capacities is not the usual collection of personal papers. Helen Emanuel's personal literature takes the form of her first restaurant menu; personal articles of faith such as her confirmation certificate; numerous letters which she has composed over the years and still continues to write; frequent newspaper clippings about her life in the Augusta Area Nursing Home; and the recipe for her now famous doughnuts.

She's still cooking! Every Monday she makes doughnuts for the 62 residents and 20 staff members at the nursing home. In a letter she wrote recently she describes her current "work" in this manner:

> We've had a busy few weeks. Had a Joint Council Meeting at Chippewa Falls. People from all nursing homes. And what a crowd. After a potluck dinner, dances. Then they called for the oldest man and it was Vern Palms from our home. He is 98. Then the oldest Lady. It was me at 96 . . . . . Then a few weeks later had a pie and ice cream social. Then had open house so I made three batches of doughnuts. Then later had National Nursing Home Week. Since the first of July made decorations for our float for the Parade for Bean and Bacon Days. Five of us rode in the parade. We got third place. The parade was an hour and a half long and it ended at the nursing home. Yesterday was an outing and picnic at Merrilan Park. There was so much food . . .

Helen Marie Bramer Emanuel learned to work hard when she was young. She worked hard throughout her life. Now the momentum she has built up over the years continues to provide her with the energy to work very hard at whatever activity she undertakes, even at age 97!



Helen Marie Bramer and her father, Gustav

Helen's Confirmation Certificate — 1905

Herman Emanuel's barber shop in Fairchild, Wisconsin. Herman was Aunt Helen's husband.

Helen Emanuel and her oldest child.

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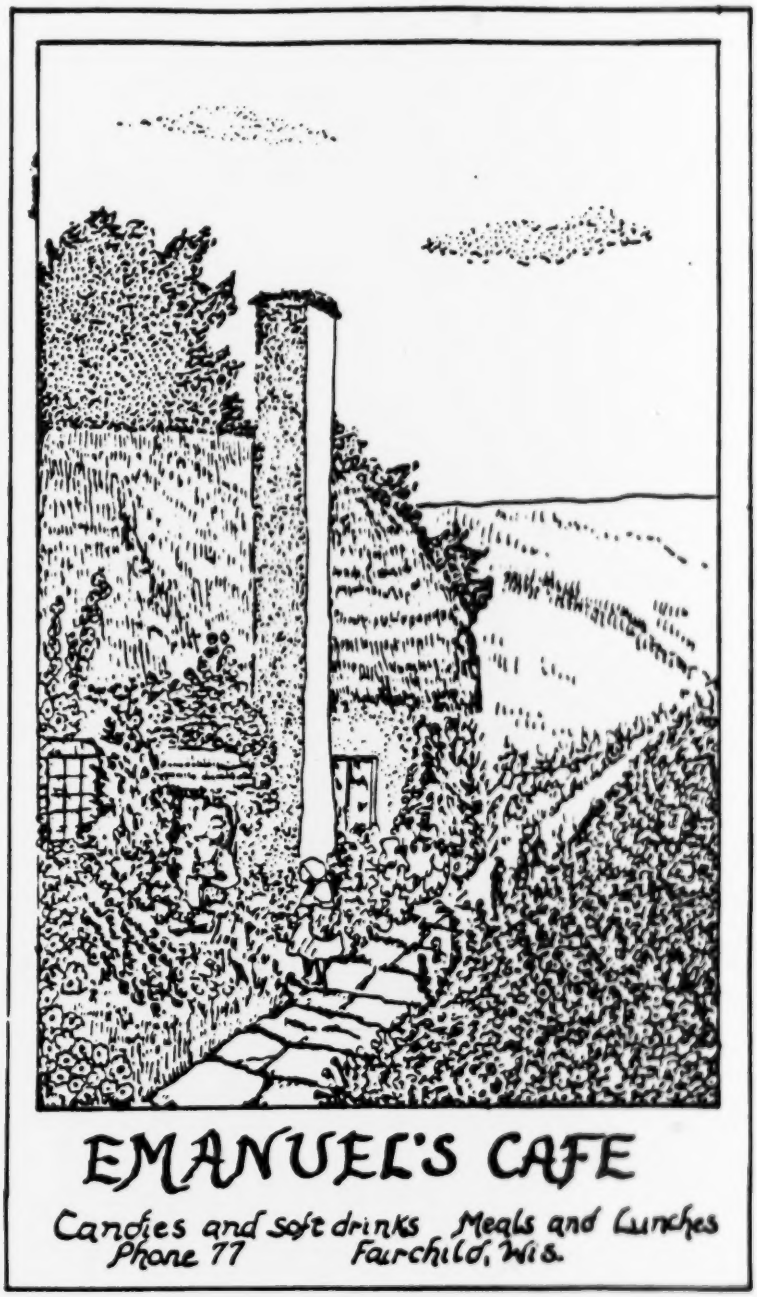
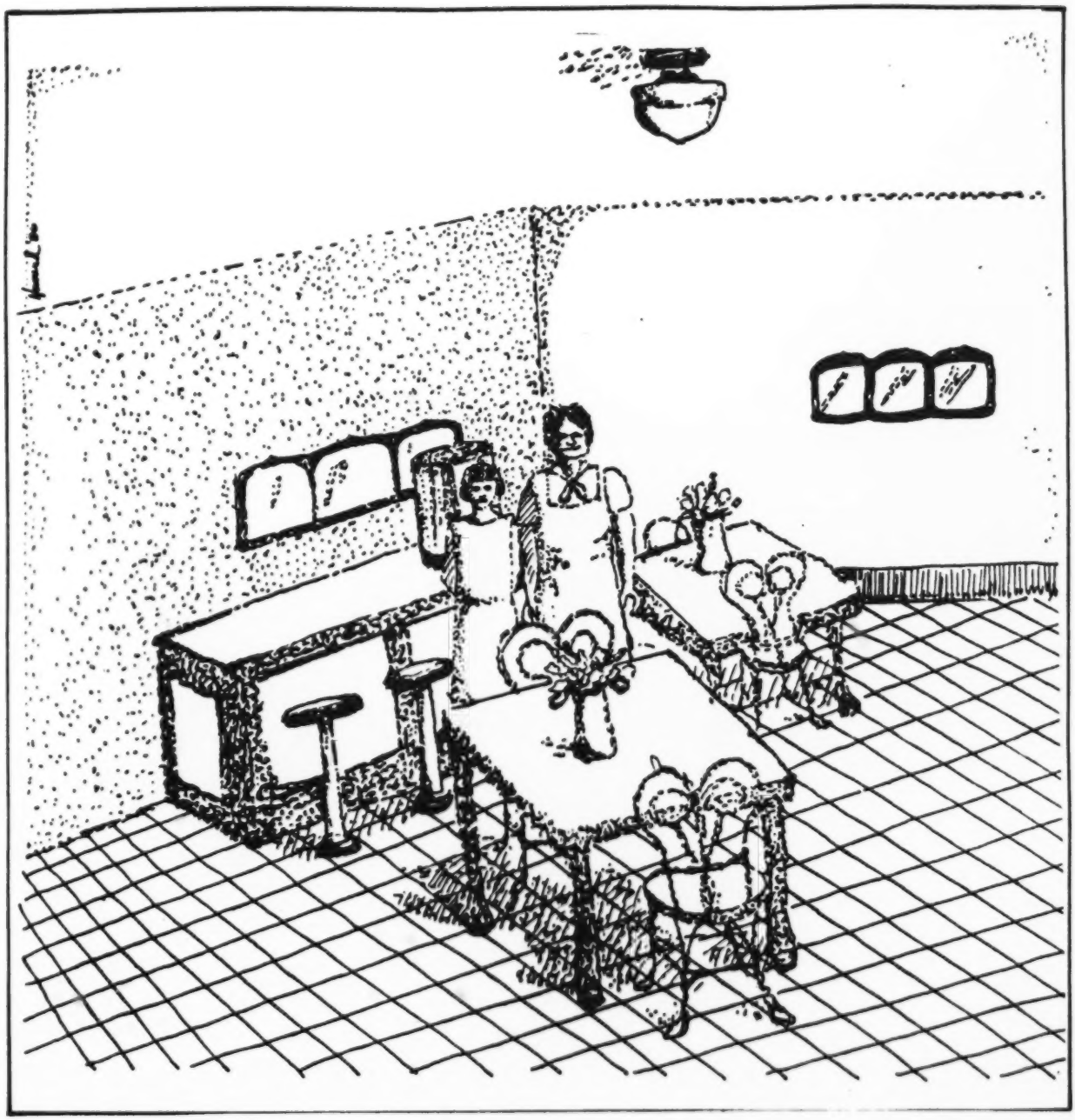
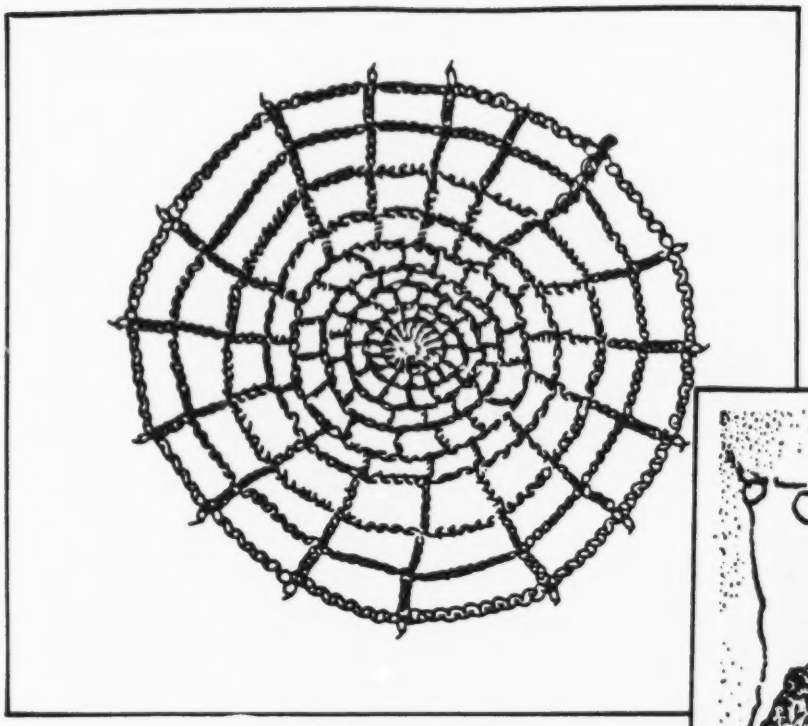


A specially printed calendar advertises Aunt Helen's cafe.



Aunt Helen Emanuel and her youngest sister, Margaret, standing in Aunt Helen's cafe. (Summer, 1927)

24



Aunt Helen's new hobby crocheting doilies

Vernon Palms and Aunt Helen February, 1986

We had National Nurses home week last week, Mothers Day. had a Pie & ice cream Social. Mon. Open house. Features Helens Donuts. So I made 3 big batches. Tues. Pi es dott day I wore a Scarf on my head & a Blue jacket with white dots. Wed Funnii Hat day Ben gave me her garden Hat. Put a big Fluffie Bow on Top Thur. Cow boy day I wore Charlie Cow Boy hat and a red Hanke around my neck, and got fisht prize. It was fun Fri was Flower day I had a bouqet of Red roses and a Pongetta Flori It was a great week. I am well. and to day. Greetings to all. Love Helen

Writing letters is Aunt Helen's other hobby. She writes two or three letters per week!

July 10 - 86.

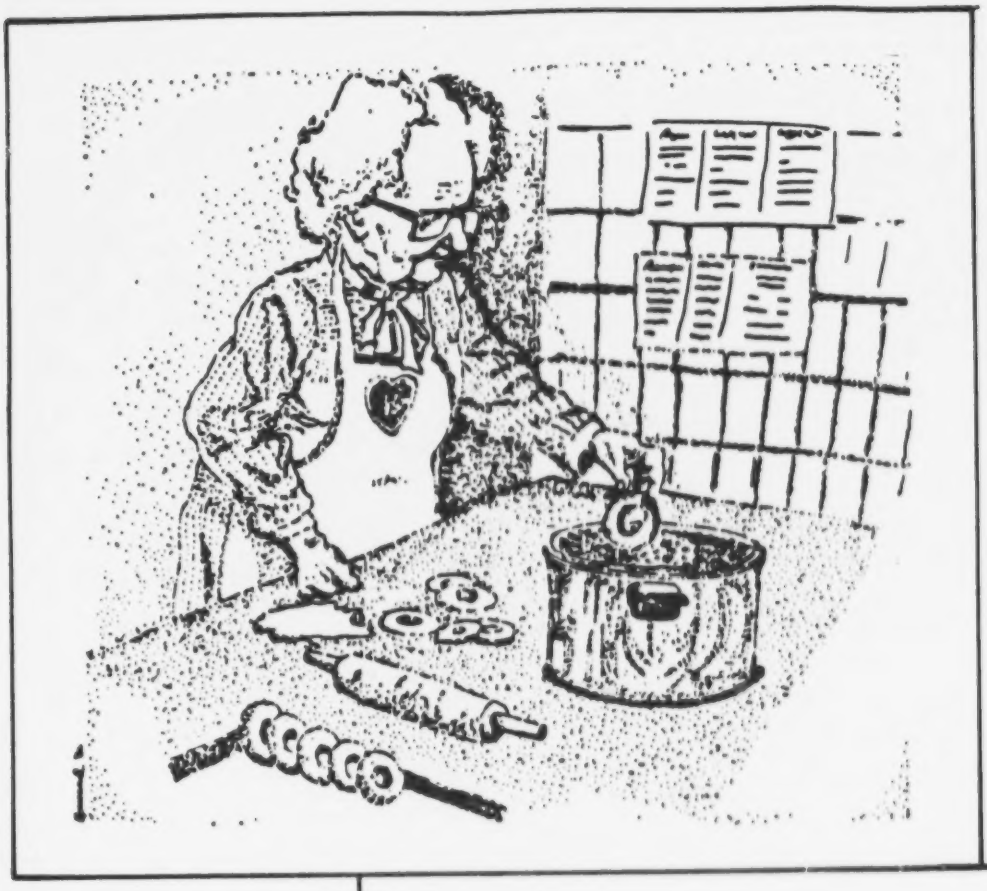
Dear Margaret. How are you getting along?

Are your hurts and pains better.
We have had a busie few week.
Had a Joint Councel Meetting at Chippewa Falls
Peopel from all nursing Homes. And what a
big Crowed. After a Pot Luck Dinner, Dances
Then They called for the oldes Man it was
Vern Rehns from our Home. Then the oldest Lady
it was me at 96.. Then Played Bingo
with such a crowed I didint win. But being The
Oldest I got a Pin & Ear Rings to match. I dont know
what Vern got There a few weeks later Had a Pic &
Ice Cream Social. Then had open House So I made
3 batchs of Donuts. Then later Had National Nursing
Home week. And had to dress up different every
day. which was fun. Since The first of July made
Decorateings for our Float for the Parade for the Bean
& Backen Days. 5 of us rode in the Parade and we got
Third Place, of a One & ½ hour long. We had a picnic at
our Nursing Home. Yester day was Cristle to Pickney
at Merllan Park. They were so many from Eau Claire
Black River Falls. And so much Food
Jesse from Kalamazoo flew to San Francisco
Susan. When flew back Brought Marie with her.

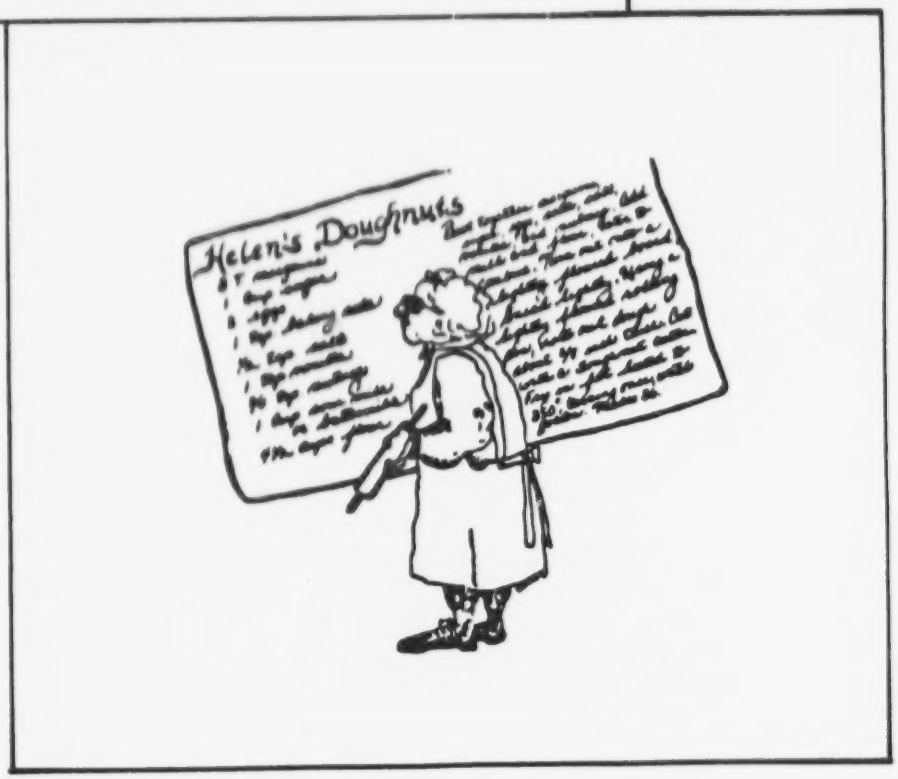
and he spent a week there. Jane has a Horse. So he had fun riding Horse back then brought them to Eau Claire. To stay until Susan has her Vacation. which is in Aug. So he is having a great time with Charles & B, Charles has some new Medicine & is helping him. He even is going to Church again.

We have Church. every Thur. With a different Minister. We had one from the Baptist Church last week. Will be Rev Hanges from Grace Lutheran with Communion. He has only been here since April. he is young his wife Jane. and they have 3 little girls. She plays Piano when he comes here. I think I have Prattled enough. etc dinner time. We are having Meat loaf today with all the trimmings for Supper I order a bowl of Soup Cottage Cheese Fruit & Glass of milk. For Breakfast I get Cooked Cereal Toast Jelly egg Boiled poached or Scrambled Coffee & glass of milk. And I have gained weight. Are you coming this way this Summer! Keep well & God Bless you!

Greet your family Love Helen



Aunt Helen's famous doughnut-making technique.



Her personal literature . . .
The Doughnut Recipe!

Historic Insight

The C.C.C. and Aunt Helen's Cafe

In 1926, when Herman Emanuel, Helen's husband, remodeled a blacksmith and machine shop into a large cafe, he had little idea what a hub of activity this establishment would become. According to the Fairchild Centennial booklet, "The cafe was a huge success and became known far and wide. It was a favorite meeting place of the younger set and the boys from the C.C.C. Camps enjoyed its hospitality." The C.C.C. (Civil Conservation Corps) camps were a phenomemon of the Depression, devised as a means for employing men in the development of forestry and public works projects.

Two such camps were established near Fairchild in 1934. Young men age 18-25 were recruited for six months of service to plant trees, solve soil erosion problems, fight forest fires, and help build dams and roads. The men received food, clothing, and $30 a month. Both Camp 1604 and Camp Globe remained in operation until the early 1940's when they were phased out.

A letter written by a camp recruit provides an insight into life at a C.C.C. camp:

> Well friends it is pretty cold up here. It was 25 below zero this morning, but, of course, that is not as bad as we have had at 35 below lots of times.
>
> We have barracks now, but it is breezie inside lots of time. We go out at 8 o'clock in the morning and quit at 4 o'clock with one hour for noon. We eat our dinner out in the woods, and it is so cold the grub freezes in the mess kit.
>
> We expect to get our tin hats and rifles most any day. They might give us a ten dollar raise and some army training. We are all looking forward to the raise.
>
> About 85 per cent of the men are going to sign up again for another six months . . . Well I'm the same as ever only lots tougher.
>
> Carl Hehl
> The Fall Creek Journal
> March 1934

Today all that remains of the C.C.C. camps is the cement remnants of the work which the men completed and the fond memories which the community of Fairchild holds for the "rangers" who lived in their midst.

As one reflects on the long and worrisome years of the Depression, it is easy to see why Emanuel's Cafe and its delicious meals were a welcome spot for these young "soldiers of the Depression."

Back Cover